A Study of Pedagogical Practices of Successful Teachers and its Effect on Analytical Ability, Application based Cognition, Academic Achievement and Consciousness

A

SYNOPSIS

Submitted to the

Dayalbagh Educational Institute

(Deemed University)

For the Partial Fulfillment for the requirements for the Degree of

DOCTOR OF PHILOSOPHY

[2015-16]

SUPERVISOR

Dr. SonaAhuja

RESEARCHER

Saroj Sharma

HEAD &DEAN

Dept. of Pedagogical Sciences

FACULTY OF EDUCATION
DAYALBAGH EDUCATIONAL INSTITUTE
(DEEMED UNIVERSITY), DAYALBAGH,
AGRA -282005

1.0 Introduction

Teaching is dynamic activity that unfolds a world of knowledge, information, experiences and education. Teacher plays the role of an instructor, pedagogue, trainer and educator(Mani, 1988). A student can do marvels through learning if he is motivated to do so by the teacher. The teacher should not only transfer the knowledge, but also impart the application aspect so that the learner can apply what he has learnt in practical situations. Teachers are the leaders and shapers of the classroom(Campbell &Wahi, 1998). The success of education system depends on the devotion of teachers(Sodhi and Suri, 2000). It is now being increasingly realized that teacher is primarily responsible for promoting quality in education (Indian Education Commission,1964-66).Teachers should create a classroom environment that is motivating, supportive, inclusive and flexible for students (Thompson, 2010).

Every student needs and deserves outstanding teacher, who has the mastery over the subject matter and can use effective pedagogy. Effectiveness is not a precisely defined term, though there are different views of researchers to describe the concept of effective teacher. Taylor et. al. (2002) opined that effective teacher engages her students in challenging discussion and writing in response to what they have read. An effective teacher is one who produces positive outcomes in all three domains of learning: positive student affect, behavioral commitment to the course content and student cognitive learning(Anderson et al., 2001).Effective teacher has clear standards for classroom behavior, clear and focused instruction, and uses effective questioning techniques, provides feedback and uses a variety of assessment strategies (Cotton, 1995). Effective teachersarethose who set high, realistic goals, present information in ways to meet student needs, monitor student progress and provided opportunities for student to apply what they had learned(Good et al.,1994).

Demmon (1986) presented 15 characteristics and techniques that were found among effective teachers The characteristics included: strong grasp of subject matter, use of systematic instruction techniques, high expectations of students and themselves, willingness to tailor teachingto students' needs, belief in their own efficacy, use of varied teaching strategies, use of preventative discipline, caring, use of a democratic approach, task – oriented, concerned with perceptual meanings rather than facts and events, comfortable interactions with others, good management skills, accessibility to students outside the class, flexibility and imagination in their ideas. Even if a teacher possesses all these qualities as described by various researchers and experts, are they successful in teaching? With the

changing demands of the modern global society, can their pedagogy be still called effective? It is a matter of research.

Commencing with the question who is a successful teacher in the present scenario, and what are the pedagogical practices of a successful teacher?, Glass (2011) found in the study that the successful teachers have high expectations for all students and they help them to learn and to bring positive attitude, academic achievement and social outcomes for the betterment of the society. From the point of view of the Chase & Cross (1999) teachers must be talented, idealistic and selflessly dedicated to connect with many students.Teacher and student bothinfluenceeach other through their activities in the classroom.The pact between both teacher and learners is diagrammatically presented by Mac Gilchrist, Myers &Reed,(1997)as depicted in the figure 1.It shows the input on the part of learner and teacher and the outcome of their interaction.

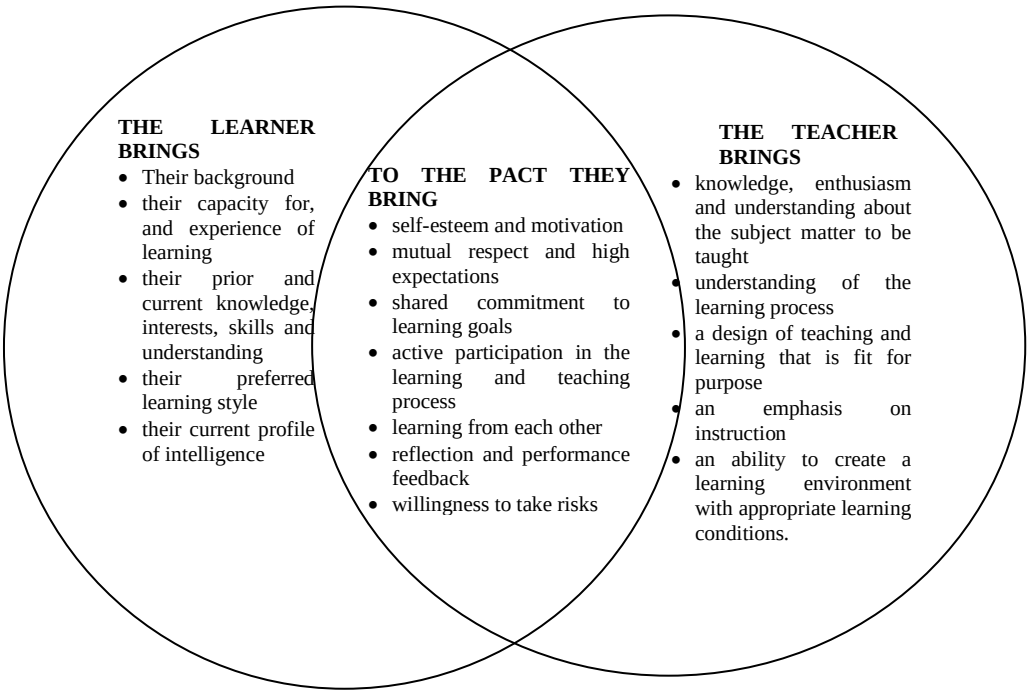
THE LEARNER BRINGS
Their background
their capacity for, and experience of learning
their prior and current knowledge, interests, skills and understanding
their preferred learning style
their current profile of intelligence
TO THE PACT THEY BRING
self-esteem and motivation
mutual respect and high expectations
shared commitment to learning goals
active participation in the learning and teaching process
learning from each other
reflection and performance feedback
willingness to take risks
THE TEACHER BRINGS
knowledge, enthusiasm and understanding about the subject matter to be taught
understanding of the learning process
a design of teaching and learning that is fit for purpose
an emphasis on instruction
an ability to create a learning environment with appropriate learning conditions.

Figure 1: The teaching and learning PACT: The interdependence of teacher and learner,

Source: Mac Gilchrist, Myers and Reed (1997, p.52)

Effective teaching requires the mastery of content and pedagogy.The term pedagogy is important rather than teaching, educationor instruction, because it draws attention to the process through which knowledge is produced (Luster, 1986). The idea for pedagogical content knowledge was first introduced by Shulman (1986, 1987) 25 years ago. Shulman (1986) embarked to define what professional knowledge teachers should embrace by distinguishing seven components of teacher knowledge: (1) subject matter content

knowledge, (2) general pedagogical knowledge, (3) pedagogicalcontent knowledge (4) knowledge of educational aims, (5) curricular knowledge, (6) knowledge of the learners and (7) knowledge of other content. However, over time, research has put an increasingly stronger focus on the first three components of Shulman's (1986) classification (Bromme, 1995; Baumert&Kunter, 2006). This reflects that the researches emphasize more on mastery over content and pedagogy. The expected outcomes of the pedagogy are enhanced critical thinking, analytical ability, academic achievement and such related aspects.

Pedagogical practices and students' analytical ability

Analytical ability refers to breaking down the complexity of acquaintance knowledgeinto the simplicity. Analytical skills are found in an individual in the form of visualizing capacity, conceptualizing or solving the complex and uncomplicated problems. These abilities include demonstration of the ability to apply logical thinking and analyzing information. According to Bloom (1969), an analysis may be classified into three parts; (1) Analysis of elements is the ability to classify and analyze significant elements, i.e. to find a summary of content and to differentiate facts and opinions, similarities and differences and causes and effects; (2) Analysis of relationships is the ability to relate concepts and reasons, i.e. to compare and analyze consistent and/or contrary or irrational information, and; (3) Analysis of organizational principles is the ability to search for principles of relationships between elements of information, i.e. to identify key matters by taking into account relevant stories and being able to summarize the relevant information into one concept.Areesophonpichet (2013), has found that, the development of analytical thinking skills take place when students practice and develop their analytical thinking skills through the learning process within the classroom. Effective student learning takes place when teacher uses the required pedagogy in the classroom. Thus, successful pedagogy has direct impact on the analytical ability of students.

Pedagogical practices and application based cognition

Application based cognition is typically defined by learning outcomes. Cognitiveprocesses focus on knowledge acquisition, organization and application. Sagir (2011) stated that, cognitive factors include thinking and reasoning skills, calculation ability, memory and knowledge. He also stated that the ability to problem solve involves understanding, identifying strategies, and using these strategies to develop results which indicates that students have a power to analyze any concept of subject related content. Application based cognition is an integral part of cognition. A student acquires knowledge in

the classroom and organizesthisknowledge and then applies itin real life. If the pedagogyiseffective, the students have conceptual clarity resulting into application of their knowledge without any problems and difficulties.

Pedagogical practices and academic achievement

Academic achievement is usually reflected by the grades obtained by the student.Studies have shown a positive correlation between teacher effectiveness and student achievement (Howard 2001; Haynes, 2005). Empirical research suggests that a good pedagogical interaction provides an effective learning environment that enhances the learning outcomes (Paswan& Young, 2002; Hay et al., 2004; Cornelius-White, 2007; Peltier, Schibrowsky, &Drago, 2007; Cardoso, Ferreira, Abrantes,Seabra, & Costa, 2011).Researches have also proved that a teacher's actions and the implementation of specific practices (which are culturally relevant to a child's life) vastly contribute to a student's academic performance (Young, Wright, and Laster, 2003; Howard, 2002). Thus, pedagogical practices have significant influence on the academic achievement of students.

Pedagogical practices and students' consciousness

Increasing academic demands in modern perspective can only be met if the full potential of the child can be utilized by raising his consciousness which further improves qualities such as alertness, creativity, intelligence, receptivity, and breadth of comprehension among students(Dean,2012). Consciousness Quotient and Intelligence Quotient can predict the performance in academic field (Brazdau, 2011). Given the significance of consciousness in education, the pedagogy can be called successful if it enhances the consciousness of students.

2.0 Emergenceof the problem

The determination of the success of teachers is not an easy task as there is no fixed list of parameters that define a successful teacher. Some researchers define teacher effectiveness in terms of student achievement. Others focus on high performance ratings from supervisors. Still others rely on comments from students and administrators (Stronge, 2007). Cruickshank &Haefele(2001) stated that, good teachers, at various times, have been called ideal, analytical, dutiful, competent, expert, reflective, satisfying, diversity-responsive, and respected. Defining a teacher's success is far reaching and through this research the researcher seeksto know how to identify a success teacher? It is challenging to define exactly what outcomes might show success and how those outcomes should be measured. In

addition, many variables outside the teacher's control, also affect each of the potential measures of teacher's success. Despite these complexities, and regardless of what we call them, we can agree that successful teachers do have an extraordinary and lasting impact on the lives of students. Those teachers who put indelible impact on students' mind are commonly known as successful teachers in the students' community. Keeping these facts in mind the researcher seeks to develop an understanding of what special contemporary pedagogy is being used or which can be used by successful teachers to lead to significant student learning. The researcher proposes to identify specific characteristics, strategies, techniquesand general pedagogical practices used by the most successful teachers.

3.0 Justification of the problem

Most of teachers have basic qualities but some special kind of teacher have unique techniques to make their teaching more effective, they are identified as successful by their students, peers, administrators. Such teachers directly affect the students'activitieslikehow students learn, what they learn, how much they learn, and the way they interact with one another in the real world around them. Considering the degree of the teacher's impact, we must understand what teachers do to promote positive results in the lives of students with regard to academic achievement, positive attitudes, interest in learning, and other desirable outcomes.Now in the present context who is a successful teacher and what are his attributesare important to be known so thatstudents' learning can be made more interesting and effective. For successful teaching, along with mastery over the content, integration of technology is also significant in the present scenario. So in the proposed research, while testing the identified parameters of successful teaching, the experiment will also be conducted in technology integrated environment.Once successful pedagogical practices are identified these can be implemented to achieve the stipulated objectives of education. The stakeholders of present age education system can be benefited and also the entire community of teachers can take the advantage to compete the challenges of the modern education system.

4.0 Statement of Problem

A study of the pedagogical practices of successful science teachersand its effect on analytical ability, application based cognition, academic achievementandconsciousnessofmiddle school students.

5.0 Variables of the Study:

Independent Variable: Pedagogical Practices

Dependent Variables:

(a) Analytical ability

(b) Application based cognition

(c) Academic Achievement

(d) Consciousness

6.0 Objectives of the Study

1. To determine the criteria to identify successful teachers.
2. To identify successful teachers using the determined criteria.
3. To study thepedagogical practices ofidentified successful teachers.
4. To develop the intervention on successfulpedagogical practices based on pedagogical practices adopted by successful teachers.
5. To study the effect of successful pedagogical practices on analytical ability, application based cognition, academic achievements and consciousness of students in online learning environment.
6. To study the effect of successful pedagogical practices on analytical ability, application based cognition, academic achievements and consciousness of students in offline learning environment.

7.0 Hypotheses of the Study

1. There will be no significant difference between pre-test and post-test scores of analytical ability of students of experimental group taught in online learning environment.
2. There will be no significant difference between pre-test and post-test scores of application based cognition of students of experimental group taught in online learning environment.
3. There will be no significant difference between pre-test and post-test scores of academic achievement of students of experimental group taught in online learning environment.

4. There will be no significant difference between pre-test and post-test scores of consciousness of students of experimental group taught in online learning environment.
5. There will be no significant difference between pre-test and post-test scores of analytical ability of students of control group taught in offline learning environment.
6. There will be no significant difference between pre-test and post-test scores of application based cognition of students of control group taught in offline learning environment.
7. There will be no significant difference between pre-test and post-test scores of academic achievement of students of control group taught in offline learning environment.
8. There will be no significant difference between pre-test and post-test scores of consciousness of students of control group taught in offline learning environment.

8.0 Delimitations of the Study

The study will be delimited to Agra city.

The study will be delimited to science teachersteaching inmiddle schools.

9.0 Operational Definition of the terms

(a) **Middleschool:** The middle school is commonly known as upper primary or secondary school (Central Board of Secondary Education (CBSE)), whereas the Kothari Commission (1964-66) the classes 6, 7 and 8are categorized as higher primary classes. The nomenclature varies from country to country. For the proposed study, classes 6, 7 and 8 are considered to be classes of middle school.

(b) **Pedagogy:**Thepedagogy is defined as the art andscience of teaching in the classroom.

(c) **Successful Teacher:**The teacher who achieves the stipulated educational objectives successfullyby the use of required pedagogical practices.

(d) **Analytical ability**:Analytical ability refers to breaking down the complexity of acquaintance knowledge into the simplicity. It is identification of the problem and its subsequent analysis for working out the solution.

(e) **Application based cognition:** The application based cognition is the ability to use the knowledge acquired by the students in the practical/real life.

(f) **Academic Achievement:**Academic achievement is the level of actual accomplishment or proficiency one has achieved in an academic area (Lawrence &Deepa, 2013).

(g) **Consciousness:** The Consciousness Quotient is "the level of consciousness (or the level of being conscious) that is experienced in the morning, one hour after waking up and after having had a refreshing sleep, without being exposed to any significant stimulus (coffee, TV, radio, music, talking, psychological stress) (Brazdau, 2009). To be conscious means "to have a degree of witnessing awareness and a degree of freedom of choice when thinking, feeling, sensing and interacting with people and the environment (Brazdau, 2015).

10.0 Method of the Study

10.1 **Sampling procedure:** Fifteen schools will be selected with the help of purposive sampling from Agra city. 30 successful science teachers will be identified from these schools(details in 10.2 Stage I, Table 1). The process is diagrammatically represented in figure 2.

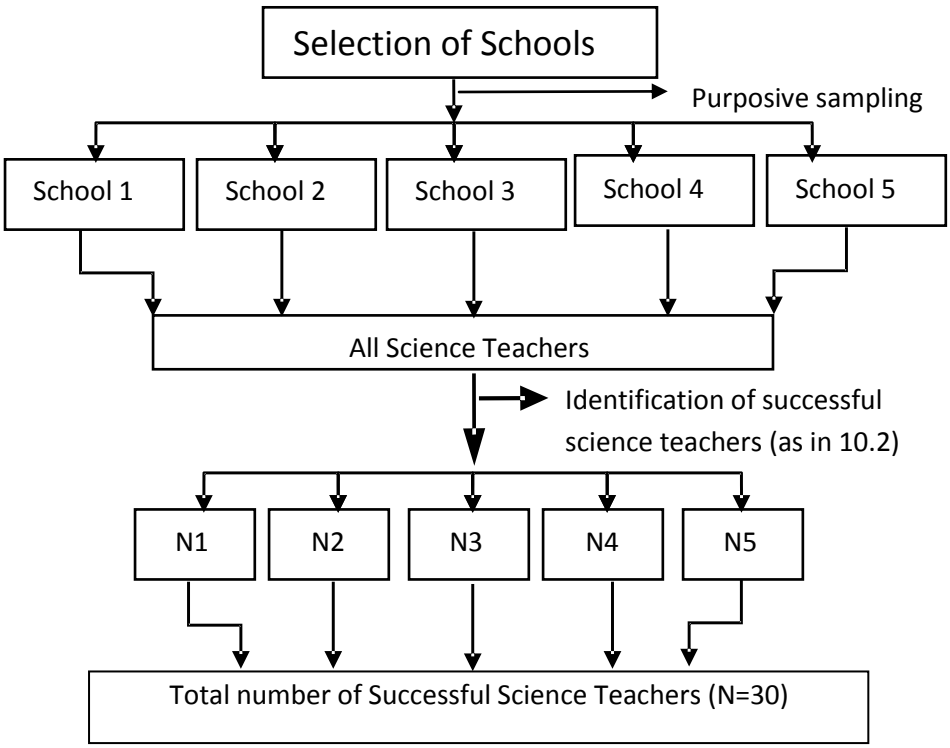

Figure 2: Sampling Procedure

Further for the experimentation 48 science B.Ed. student-teachers will be randomly allotted as fellow.

Experimental group(EG_1)(n_1=12) B.Ed. student-teachers who will be exposed to identified successful pedagogical practices (along with the general pedagogy) in online teaching-learning environment.

1. Experimental group(EG_2)(n_2=12) B.Ed. student-teachers who will be exposed to identified successful pedagogical practices (along with the general pedagogy) in offline teaching-learning environment.
2. Control group (CG_1) (n_3=12)B.Ed. students-teachers who will be exposed to general pedagogical practices in online teaching-learning environment.
3. Control group (CG_2) (n_4=12)B.Ed. students-teachers who will be exposed to general pedagogical practices in offline teaching- learning environment.

Here, general pedagogy is the pedagogy to which student-teachers of teacher education programme are usually exposed to as part of their course. Additionally, experimental group of B.Ed.student- teachers will be exposed to intervention (identified successful pedagogical practices) for 10 weeks (one lesson per day). Feedback on successful pedagogical practices along with general pedagogy will be given to experimental group. 10 students from available students in the class taught by each experimental and control group will be randomly selected (10 x 48=480).Thus, analytical ability, application based cognition, academic achievement and consciousness will be studied of 480 students taught by experimental and control group of B.Ed. student- teachers.

Design of the Study

The present research will be pre-test-post-test control and experimental group design.The research design for the present study is as follow.

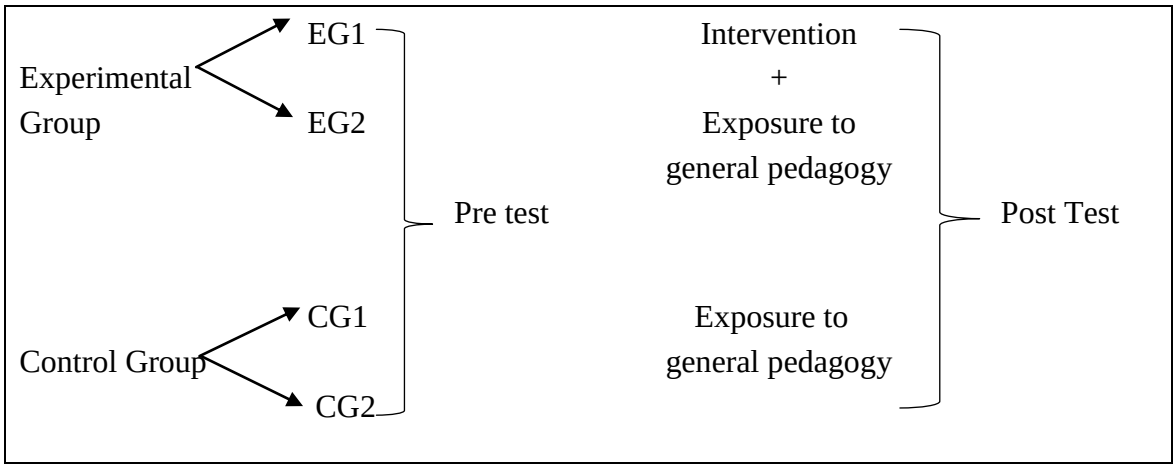

Figure 3: Design of the study

10.2 **Procedure of the study**

Stage-I: Identification of successful science teacher

First of all the permission will be sought from each school's principal to collect the datarelated to science teachers working over there. The list of sources for collection of data from schools for identificaiton of scuccessful teachers is presented in table 1.

Table 1
Identification of successful science teachers

S.No	Source of Evidence	Tool	Type of Measure
1.	Principal/ Vice Principal	Interview Schedule	Judgemental review of principal for science teachers
2.	Peer-Teachers	Interview Schedule	Judgemental review
3.	Teacher	Interview Schedule	Self-reflection
4.	Records	Teacher's Profile (Teaching Awards, recognition, achievement, etc.)	Judgemental
5.	Student	Interview Schedule and Questionnaire	Judgemental review
6.	Classroom	Observation schedule	Self observation
7.	Parents	Interview Schedule	Judgemental review

Many successful screeners are developed by experts to identify the effective teacher, but there is no prescribed tool available for identification of successful teachers because it is not easy to say who is a successful teacher. Various researchers have worked on the effectiveness of the teacher in different aspects like, classroom teaching, administration, discipline, social activities, and teacher's self-behavioral attributes, etc. A set of fixed parameters which shows all the attributes of successful teachers in one package is not available. Hence the present study aims to develop a self-constructed tool to identify the successful teacher as mentioned in table 1.

The below given steps whereby unified evidences will be collected from different sources to make decision about identification the successful teachers.Administration of the tool is based on the study by (Berk, R.A., 2005):

(a) **Interview schedule for principal/vice principal**: To identify the successful science teacher from the selected schools an interview schedule will be constructed and administered on the school principal and vice principal. The judgmental review of the school principal and vice principal will be an important evidence for identifying the successful teacher.

(b) **Interview schedule for peer teacher**: Peer review is an alternative source of evidence to identify the successful teacher. It covers those aspects of teaching that students are not in a position to evaluate. An interview schedule for peer teacher will

be constructed to take the judgmental review for identification of successful science teacher.

(c) **Interview schedule for teacher**: Self-evaluation is an important source of evidence to consider in formative and summative decisions. Teacher input on their own teaching completes the three dimensional direct observation sources of teaching: students, peers and self. So in this study as a component an interview schedule will be also constructed for teacher's self-evaluation.

(d) **Teacher profile**: To take the comprehensive picture of teachers, the portfolio of the teacher is significant factor to determine the successful teacher. The researcher will collect as an evidence from the school records which includes teacher's past performances, awards, training, innovation and participation in faculty development programs (not mandatorily), etc.

(e) **Students' group interview**: Students are the prime source to make the decision about success of teacher. Group interviews with students are another most important source of evidence. For this study students' group interview schedule will be conducted by the researcher for identification of the successful teacher.

(f) **Classroom observation**: The researcher will observe the classroom teaching with the help of observation schedule.

(g) **Parents Interview**: The parents of the students are also a source to provide the information regarding to the teacher's success. So the researcher will also include the opinion of the parents as an evidence to identify the successful teacher with the help of an interview schedule.

All the collected evidences will be consolidated and unanimous decisionwill be considered after analyzing the results and consulting teacher educators to identify the successful teachers by analyzing the combinations of evidences surveyed above.

Stage-II Identification of pedagogical practices used by successful science teachers: Afterthe identification of successful science teachers, the researcher will observe the pedagogical practices of these teachers using observation proforma to identify the successful pedagogical practices used by them.

Stage-III Intervention on successful pedagogical practices:

The researcher will prepare an intervention by consolidating the successful pedagogical practices used by the successful science teachers during their classroom teaching, literature

review and unanimously recommended pedagogies by teachers, educators and experts. The prepared intervention of successful pedagogical practices will be used to orient to experimental group of B.Ed. student-teachers. This orientation programme will continue for 20 days including the simulated teaching for practice of successful pedagogy in simulated environment. The researcher will observe their 20 lessons of simulated teaching with the help of observation proforma and give feedback to them for corrective suggestion to further improvement.The control group will be exposed to usual pedagogy (as practiced in the institution) for the same period. The oriented intervention will be implemented by the experimental group of student-teachers during their macro-teaching for a period of 40 working days in the middle schools of Agra city.

Stage-IV Effect of the intervention on study variables:

To study the effect of intervention the researcher will administered tools to measure the analytical ability, application based cognition, and academic achievement consciousness of the students in both online and offline teaching-learning environment. The tool will be administered twice on the experimental group (pretest-posttest) and control group of students (pretest-posttest).

10.3 Tools

To study the effect of variables for the proposed study the following tools will be administered:

(a) **Consciousness**: CQ-i (Consciousness Quotient Inventory) by Dr. OvidiuBrazdau (2014) will be used. The CQ-i assesses 7 dimensions of the conscious experience using items, which are physical, emotional, mental (cognitive), spiritual, social-relationship, self-consciousness and inner growth. The CQ-i explores these dimensions using behavioral based questions scores with Likert scale with six degree. The CQ-i has two sections, is composed of 287 items. First section (257) items evaluates using a response scale with 6 options and second section (30) items will be evaluates using YES/NO options.

(b) **Analytical Ability**: Analytical ability test will be constructed by the researcher.

(c) **Application based cognition**: Application based cognition test will be constructed by the researcher. The test will contain items based on application of the content learnt.

(d) **Academic achievement**:Academic achievement test will be constructed by the researcher to measure the academic performance in science subject. The items will be based on access of the objectives like knowledge, understanding, application and comprehensiveness of students.

10.4 **Statistical techniques:**The following statistical techniques will be used in the present study

(a) **Descriptive statistics:**

Mean: Mean will be used as a measure of central tendency.

Standard Deviation: S.D will be used as a measure of variability.

(b) **Inferential Statistics**:

ANOVA will be used for comparing mean scores of consciousness, analytical ability, application based cognition and academic achievement of students.

t-test will be used as post-hoc test.

11.0 Significance of the Study

The most fundamental way to improve the quality of education is through the improvement in teacher performance. Therefore, it is required to identify the factors influencing teacher's competence. The effectiveness of the teacher becomes vital to face the emerging challenges of globalization and liberalization on the one side, and mushrooming of the educational institutions on the other side. Only successful teachers can explore the hidden capacities of the students and mould their behavior into desirable directions. A successful teacher proves himself as an instrument to meet the desired goals of education. Who isa successful teacher and what are their attributes is important to be known, so as to make educational programme successful. This is the era of science and technology and the future of a student depends on the successful completion of the middle school education. We know that student's learning depends upon effective teaching; hence we need to know the factors that help in the enhancement of teachers'success. Teachers are the backbone of the educational system and future of our nation lie in their hands. In order to improve the quality

of education, there is a dire need to spend on the teacher training, which in return may provide quality education. This study will be helpful for the administrators, educationists, and teacher education institutions. This study is alsoan attempt to highlight the factors which affect the quality of education imparted to students and, therefore, may help the teachers, parents, educationists and administrators to plan and work towards improvement by enhancing the positive factors revealed in the study. Teachers need to teach students how to learn, but teachers also need to continue in their own professional development and learning with the technology because students can be progress with the modern education system.

References

Alexander,R. (2001). Culture and Pedagogy:International comparisons in primary Education; OECD Publications: England.

Areesophonpichet,S.(2013).A Development of Analytical Thinking Skills of Graduate Students by using Concept Mapping:The Asian Conference on Education. Chulalongkorn University, Thailand.

Antonia, L.(2012). Culturally Responsive Teaching: An Investigation of Effective Practices for African American Learners.*Dissertations.Paper* 353.http://ecommons.luc.edu/luc_diss/353.

Brazdau,O.&Mihai,C.(2011).The Consciousness quotient; A new predictor of the students' academic performance,*Procedia Social and Behavioral Science:* 11, 245-250.

Brazdau,O.&Opariuc,C.(2014).Preliminary development of the Consciousness Quotient Inventory (CQ-i): introducing the conscious experience as a research variable in psychological assessment;*Social and Behavioral Sciences*, 127, 600-605.

Brazdau,O.,Sharma, S. &Ahuja, S. (2014). Consciousness Quotient Inventory administration on adolescents: difficulty level assessment:*Social and Behavioral Sciences* 128, 387-392.

Bradley,A.(2009).Tracing the effects of teacher inquiry on classroom practices*: Journal of Teaching and Teacher Education*: 26, 377-388.

Costaa,C.,Cardosob,A.,Limac,M.,Ferreirad,M.,Abrantese,J.(2015).Pedagogical interaction and learning performance as determinantsof academic achievement*: Social and Behavioral Sciences*,171, 874 – 881.

Crow, L.(1969).Adolescent development and adjustment, McGraw – Hill Book Company:US.

Dmpna, D., Declan F.&Deirdre,G.(2013). What is 'good' teaching? Teacher beliefs and practices about their teaching: *Irish Educational Studies*, 32(1),83-108.

Isaiah,M. (2013).Critical survey of pedagogical practices in the attainment of communication proficiency and efficiency in early childhood kindergartens in Kenya: *International Journal of Education and Research,* 12(1), 2201-6333.

Keesing,L.(2003).The Relationship between Critical Pedagogy and Assessment in Teacher Education:*Journal of Radical Pedagogy* 10(2): 1524-6345.

Lawrence, A.&Deepa,T.(2013).Emotional Intelligence and Academic Achievement of High School Students in Kanyakumari District:*International Journal of Physical and Social Sciences 3 (2),2249-5894.*

Mohanty, J.(2005).Educational Administration, Supervision And School Management, Deep & Deep publication:New Delhi.

Philipp,A.(2013). Education technology and instructional pedagogy :Teacher's perception and abilities to integrate technology in the classroom. Education and Human Development,Master's Theses.

Ronald,A.Berk,(2005).Survey of 12 strategies to measure teaching effectiveness*; International Journal of teaching and learning in higher education*: 17 (1) 48-62; 1812-9129.

Stronge, J. (2007).Qualities of Effective Teachers, 2nd edition; 978-1-4166-0461-7,ASCD Publications: US.

Salvatori, R.(2007).Pedagogy: Disturbing History: 1820-1930,University of Pittsburgh press:US.

Sternberg,J.,Robert&Grigorenko,L.(2007).Teaching for Successful Intelligence: To increase students learning and Achievement; SAGE publication, US states.

Tayyab,A.(2011).Factors affecting teachers motivation, *International Journal of Business and Social Science*, 2 (1).

Weimer,M.(2009). Four Characteristics of Successful Teachers: *Journal of Nursing Education*, 48(1) 11-16

.